

The English Online Interview

School User Guide

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*Every
child,
every
opportunity*



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This document is also available on the internet at
www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eoiuserguide.pdf

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English Online Interview



Introduction

What is the English Online Interview?

The English Online Interview is a powerful online tool for assessing the English skills of students in the years Prep to Year 2. The Interview assesses students across the three dimensions of the English domain of the Victorian Essential Learning Standards (VELS) – Speaking/Listening, Reading and Writing.

Teachers use the English Online Interview to interview students in a one-on-one situation, using texts and downloadable resources designed specifically for the Interview. Teachers enter student responses directly into the online system which can then be used to generate a range of VELS-based reports at the level of the student, class or school. These reports can improve student outcomes by informing program planning, reporting and resource allocation.

The English Online Interview can be accessed by principals and teachers in any Victorian government school at <https://www.eduweb.vic.gov.au/englishonline/> using their Edumail username and password. Further information and supporting resources, including FAQs and a comparison with other literacy assessments is available at: <http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline.htm>

Which students will be assessed?

The English Online Interview is intended to be used to assess all students in years Prep to Year 2. This intention is founded on the principle that all students have the *right* to be assessed. The English Online Interview will provide valuable information to inform the learning of individual students.

The one-on-one nature of the Interview allows teachers to take into consideration the needs of individual students. Provision is made within the Interview, to provide relevant details of students in the *ESL* or *Students with Disabilities* cohorts. Teachers will need to interpret the results of the Interview in relation to the normal expectations for individual students in these cohorts.

Further information, including the policy for exemptions and withdrawals, is available at: <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eoifaq.pdf>

Assessment Periods

The English Online Interview forms part of a state-wide assessment program for students in years Prep to Year 2. Every school will conduct their assessments during a set assessment period around February/March each year. Each period generally lasts 4 weeks. Students cannot be assessed using the English Online Interview outside these periods except under exceptional circumstances.

Assessment Modules

English Online is organised into 4 assessment modules. Each module is designed around expected achievement at a particular year and stage of schooling and assesses a student in all dimensions of the English domain. Although there are some similarities between each module, each uses different reading texts and asks different questions. Each module also allows for a range of student skills and abilities at the target stage.

Tasks

Although all tasks *can* be conducted in a one-on-one situation, teachers may prefer to conduct some tasks, such as writing and spelling, with the class as a whole.

Each assessment module contains a series of tasks which should be completed in sequential order. Each task consists of a series of questions with associated responses. For each question, teachers select the response in the online system, which most closely matches responses given by the student. Some questions require a single response and some questions require multiple responses. The tasks for each module are as follows:

Module 1	Module 2	Module 3	Module 4
Oral Language	Oral Language	Oral Language	Oral Language
Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Tiger and the Big Wind
Cup Cakes	The Beach Ball	Blackie's holiday	The Golden Carambola Tree
Words and Sound	Words and Sound	Segmenting words	Writing
Clever Max	'Ick' Words	Tap Dancing Star	Spelling
Clever Max Writing Activity	The lunch boxes	Writing	
	The lunch boxes Writing Activity	Spelling	

Timing

Teachers can expect to spend (on average) between 20 and 40 minutes to complete each assessment. Generally all questions in a task will be completed in one sitting. However an assessment can be paused at any time and resumed.

When all tasks in a module are completed, the teacher finalises the assessment and no further changes can be made (see *Finalising the assessment*, p. 24). A range of reports can be generated from finalised assessments.

Resources

Texts

Two texts are required for each module – a reading text and picture story book. All Victorian government primary schools will receive copies of the texts in an English Online Interview Resource Kit. The number of kits sent to each school will depend on the number of students in years Prep to Year 2.

The texts provided to Victorian government schools for the English Online Interview should be made available to teachers only during the assessment period and should *not* be used for any purpose other than for the Interview.

The texts for each year module are as follows:

Module	Target Year Level	Reading Text	Picture Storybook Text
1	Start of Prep	Cup Cakes	Clever Max
2	End of Prep	The Beach Ball	The lunch boxes
3	End of Year 1	Blackie's holiday	Tap Dancing Star
4	End of Year 2	Tiger and the Big Wind	The Golden Carambola Tree

Downloadable Resources

A range of downloadable resources are required to conduct the Interview. These can be accessed online from the application and should be printed by the teacher before the assessment commences. (See *Preparing the space and the resources*, p. 17.)

Reports

The English Online Interview can be used to generate a range of reports in the three dimensions of the English domain using assessments that have been finalised (see *Finalising the assessment*, p. 24). Reports can be generated for individual students, groups of students, classes or the whole school.

The reports provide useful information such as the progression points achieved by students, the spread of student abilities in a cohort, or achievement of specific cohorts including ESL students and students with disabilities. This information may be used to improve student outcomes in English by providing data to inform targeted intervention, program planning, resource allocation and reporting.

For further information see *Reports*, p. 25.

ESL Students

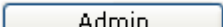
All reports generated from the English Online Interview relate to the English domain of the VELS. Teachers of ESL students may need to interpret these reports in relation to the expectations outlined for ESL students in the ESL Companion to the VELS. See <http://vels.vcaa.vic.edu.au/support/esl/esl.html> for further information.

For further assistance in assessing the English language learning of ESL students, teachers should refer to the ESL Developmental Continuum at:
<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>

Key steps to set up the Interview

The following list provides an overview of the key preparatory tasks (and the personnel responsible) which need to be undertaken prior to interviewing students.

Step 1. Assign School Administrator (Principal)

Key steps:  → User Management

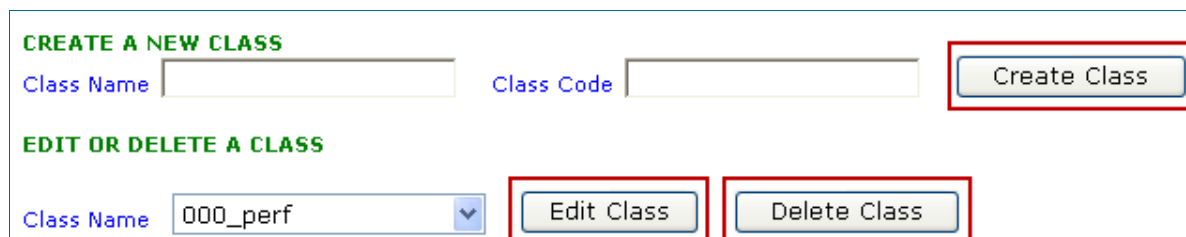
Reference: User Management, p. 16.

Step 2. Create classes (School Administrator)


Key steps:  → Manage Classes → Create Class

Reference: Three functions are accessed from Admin → Manage Classes as indicated by the buttons bordered in red below:

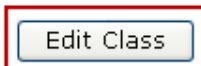

- Create Class
- Edit Class
- Delete Class



CREATE A NEW CLASS

Class Name Class Code 

EDIT OR DELETE A CLASS

Class Name  

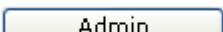
Create Class, p. 7.

Step 3. Add students to classes (School Administrator)

Key steps:  → Manage Classes → Edit Class

Reference: Add student/s to a class, p. 9.

Step 4. Add teachers to classes (School Administrator)

Key steps:  → Manage Classes → Edit Class

Reference: Add or remove a teacher to/from a class, p. 11.

Step 5. Prepare for interviewing (Teachers)

Reference:	Pre-interview preparations for teachers, p. 17.
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Administration of the Interview

Role of the Principal

School principals automatically have Administrative access to the Interview via their Edumail username and password. Principals may delegate this access to an appropriate staff member (see *Assigning School Administrators*, p. 16).

The principal is responsible for promoting the value of the English Online Interview to staff and for ensuring that all students in Prep to Year 2 are assessed within the assessment period. The principal should also ensure all aspects of the organisation and conduct of the Interview are appropriately resourced. This includes:

- Appointing an appropriate staff member as a School Administrator, to oversee the receipt, distribution and storage of the English Online Interview resource kits
- Assigning administrative access (in the Interview) to the School Administrator to allow for the setting up of classes (see *Assigning School Administrators*, p. 16)
- Ensuring adequate support is available to allow teachers to conduct the Interview
- Ensuring that an appropriate space with access to the internet is available for teachers to conduct the Interview
- Facilitating in-school Professional Learning on use of Interview (e.g. the training environment, see *Becoming familiar with the Interview*, p. 17)
- Ensuring that all Prep to Year 2 students are assessed by the end of the assessment period.

Role of the School Administrator

Organisational Responsibilities

The School Administrator appointed by the principal will be responsible for:

- The distribution and collection of the English Online Interview Resource Kits to participating teachers
- Providing professional learning to ensure that teachers understand how to use the Interview
- Ensuring that teachers understand their responsibilities regarding preparations for the Interview (see *Pre-interview preparations for teachers*, p. 17).

The texts provided in the English Online Interview Resource Kit, should be made available to teachers *only during the assessment period* and should *not* be used for any purpose other than for the Interview. The School Administrator should collect the resource kits at the end of each assessment period.

Setting up the Interview

A number of *online* administrative tasks need to be undertaken by the School Administrator to prepare and maintain the Interview. This does not require specialist IT skills. The key tasks in preparing the Interview are to:

- Create classes
- Add students to or remove students from classes as required
- Assign or remove teachers to or from classes as required.

Admin Button

The key Administrative tasks are performed via the Admin button on the home page



Click the Admin button to access the following functions:

- Manage Classes
- Manage Students
- User Management

Use your browser Back button to return to the Interview or [Back to homepage](#)

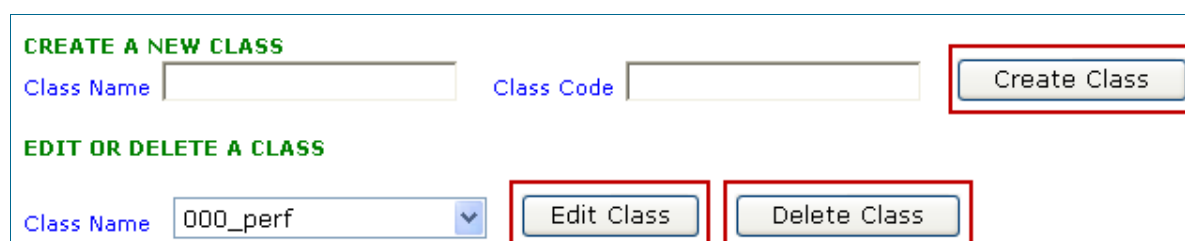
Manage Classes to administer classes at your school, to add or remove teachers to or from classes at your school
Manage Students to change student enrolment details, to delete or to archive students
User Management to delegate School Admin access to users at your school, or Admin access to specified users

Manage Classes

Manage Classes is used to create, rename or delete classes and to add or remove teachers and students to classes.

Three functions are accessed from Admin → Manage Classes as indicated by the buttons bordered in red below:

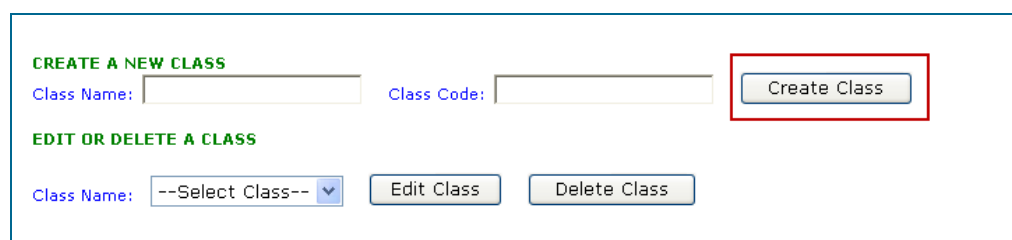
- Create Class
- Edit Class
- Delete Class



Create Class

Create Class is used to create classes to which students and teachers are added.

Note: Classes will already exist if, for example they were created in the Mathematics Online Interview. Existing classes may be viewed by clicking the *Class Name* drop-down menu. Students will still need to be added to these previously created classes, as well as to newly created classes, before the Interview can be used with students. (To add students to classes and assign teachers see *Edit Class*, p.8).



CREATE A NEW CLASS

Class Name: Class Code:

EDIT OR DELETE A CLASS

Class Name:

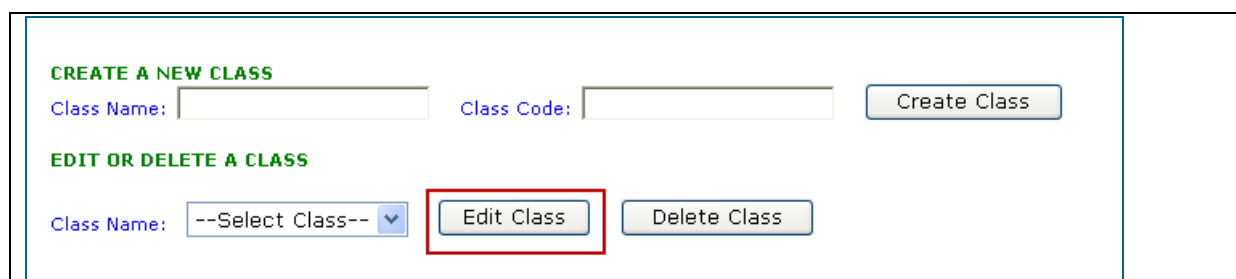
To create a new class

1. Enter a *Class Name* and a *Class Code*. (The code is intended to assist schools manage classes, e.g. by coding a class named *Mary* as *Prep1-09*. However if this isn't required, the *Class Code* can be the same as the class name.)
2. Click *Create Class*.

When a class is created it belongs to the school. After classes are created they need to be populated with students and assigned teachers. These functions are performed by clicking the *Edit Class* button.

Edit Class

Use *Edit Class* to add students and teachers to classes or to remove them. A class will only be accessible to a particular teacher if the teacher, and at least one student has been added to the class.



CREATE A NEW CLASS

Class Name: Class Code:

EDIT OR DELETE A CLASS

Class Name:

To edit a class click Admin → Manage Classes. Then:

1. Select a class from the *Class Name* drop-down menu.
2. Click *Edit Class*. The functions which can then be performed are detailed as follows:

Add or remove students to/from a class

Student details will be updated automatically from CASES 21 and will be listed alphabetically under *Students in school*. This list can be filtered to facilitate the allocation of students to classes. (See also *Checking CASES 21 Details*, p. 18.)

EDIT OR DELETE A CLASS

Class Name: SLPD Practice Class

EDITING CLASS SLPD Practice Class

Change Class name and/or code
 Name: SLPD Practice Class Code: SLPD

Add or Remove Students to/from selected class
 Show only students in school for Year Level: Prep Home Group: Clyde

Students in school

- SLPD S01
- SLPD S02
- SLPD S07
- SLPD S08

Add Students

[Show Classes](#)

Students in selected class

- SLPD S02
- SLPD S08
- TestApr16 Stud_02
- TestApr16 Stud_03
- TestApr16 Stud_04
- TestApr16 Stud_05

Remove Students

Student list populated from CASES 21 and filtered by Year Level and/or Homegroup

Add student/s to a class

1. Select a class from the *Class name* drop-down menu.
2. Click *Edit Class*.
3. Filter the list under *Students in school* by selecting from the *Year Level* drop-down menu and/or the *Home Group* drop-down menu.
4. Click *Show* to display the filtered list.
5. Click on a student under *Students in school*. (To select all students, click the first student, then the last while holding down the Shift key. To select multiple, but non-sequential students, hold down the Ctrl key while clicking on the required students.)
6. Click the *Add Students*.

Note. Students should appear under *Students in selected class*, (see below) after the *Add Students* button is clicked. Classes will only be accessible by a teacher if students (and the teacher) have been added to the class.

EDITING CLASS Jan 13 Test

Change Class name and/or code
 Name: Jan 13 Test Code: CJ test

Add or Remove Students to/from selected class
 Show only students in school for Year Level: -- All -- Home Group: -- All --

Students in school

- Ferguson Max
- Grayson Matthew
- Kaye Elise
- Kouts Dion
- Landon Mia
- LIU Ziyang
- M2 Jude
- M3 Jude
- M4 Jude
- Pettigrew Linda

Add Students [Show Classes](#)

Students in selected class

- Ferguson Max
- Grayson Matthew
- Kaye Elise
- Kouts Dion
- Landon Mia
- LIU Ziyang

Remove Students

Selecting students and clicking Add Students, transfers the students to the selected class

Add or Remove Teachers to/from selected class

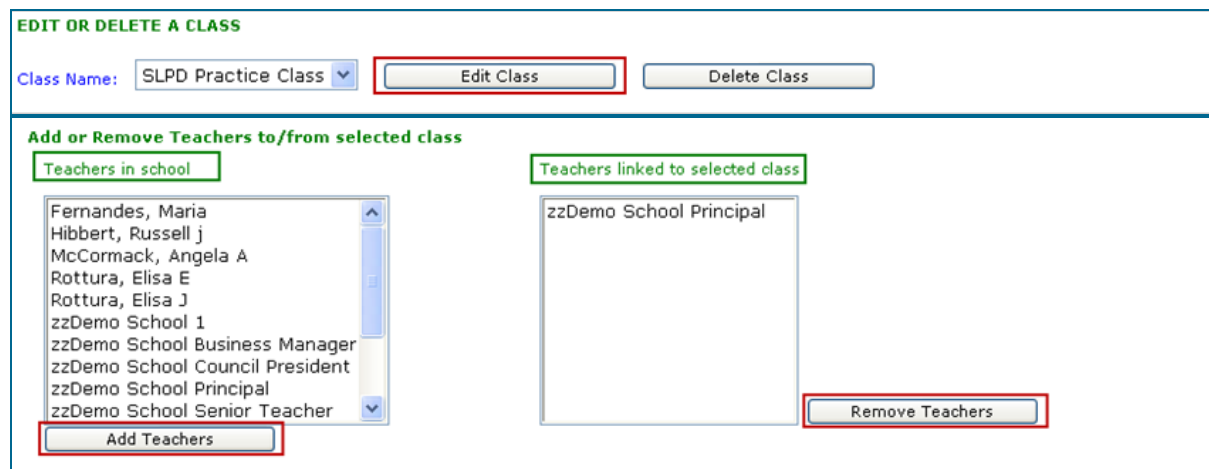
Remove student/s from a class

1. Select a class from the *Class name* drop-down menu.

2. Click *Edit Class*.
3. Click on a student under *Students in selected class*. (To select all students, click the first student, then the last student, while holding down the Shift key. To select multiple, but non-sequential students, hold down the Ctrl key while clicking on the required students.)
4. Click *Remove Students*.

Add or remove a teacher to/from a class

All teachers at the school will automatically appear under *Teachers in school*



EDIT OR DELETE A CLASS

Class Name: SLPD Practice Class

Add or Remove Teachers to/from selected class

Teachers in school

- Fernandes, Maria
- Hibbert, Russell J
- McCormack, Angela A
- Rottura, Elisa E
- Rottura, Elisa J
- zzDemo School 1
- zzDemo School Business Manager
- zzDemo School Council President
- zzDemo School Principal
- zzDemo School Senior Teacher

Teachers linked to selected class

- zzDemo School Principal

Add a teacher to a class

1. Select a class from the *Class name* drop-down menu.
2. Click *Edit Class*.
3. Click on a teacher under *Teachers in school*. (To select multiple, but non-sequential teachers, hold down the Ctrl key while clicking on the required teachers.)
4. Click *Add Teachers*. The teachers should appear on the right under Teachers linked to selected class.

Remove a teacher from a class

1. Select a class from the *Class name* drop-down menu.
2. Click *Edit Class*.
3. Click on a teacher under *Teachers linked to selected class*.
4. Click *Remove Teachers*.

Add or remove an external teacher

Teachers from other schools can also be added to the class. This is particularly useful for adding a literacy coach or other appropriate user.

Add an external teacher to a class

Link a teacher not at the school to the selected class			
	Teacher PIN/TOID	Teacher Details	Expiry
<input type="button" value="Delete"/> <input type="button" value="Edit"/>	08412119	Gregory Buck at Roberts McCubbin Primary School	09-Aug-2009
<input type="button" value="Add to class"/>	<input type="text"/>	Check Teacher	<input type="text"/> (eg: 4-Aug-2006)

1. Enter the teacher's PIN (Edumail ID) in the *Add to class* field.
2. Click *Check Teacher* to check the details.
3. Enter an expiry date (use the format shown) no more than 90 days from the present date.
4. Click *Add to class*.

Remove an external teacher from a class

1. Click *Delete* next to the teacher's PIN.

Change the expiry date for an external teacher

1. Click *Edit* next to the teacher's PIN.
2. Enter an expiry date using the format indicated.

Other Edit Class functions

Change the name and/or code of a class

EDITING CLASS SLPD Practice Class

Change Class name and/or code

Name: Code:

1. Enter a *Name* and *Code* for the class in the fields provided.
2. Click *Change*.

Show classes

The *Show Classes* link will show what classes a student is in. This will include classes in the Mathematics Online Interview and the Fractions and Decimals Online Interview.

Students in school

SLPD S01
SLPD S02
SLPD S07
SLPD S08

Students in selected class

SLPD S02
SLPD S08
TestApr16 Stud_02
TestApr16 Stud_03
TestApr16 Stud_04
TestApr16 Stud_05

1. Click on a student under *Students in school*.
2. Click *Show Classes*.

Class link details for SLPD S08

Class	Class Code	School	Campus	Application
SLPD Practice Class SLPD	SLPD	9999	1	English Online

Delete Class

Classes cannot be deleted if they contain students. This includes if the class contains students *in another application* (i.e. the Mathematics Online Interview or Fractions and Decimals Online Interview). In order to delete a class, the students must first be removed from the class in all three Online Interviews (see *Add or remove students to/from a class*, p. 8).

To delete a class:

1. Select the class to be deleted from the *Class Name* drop-down menu.

CREATE A NEW CLASS

☐ Assign the current teacher to the new class

Class Name: Class Code:

EDIT OR DELETE A CLASS

Class Name:

2. Click *Delete Class*.

Manage Students

Manage Students is used to search for students matching given criteria. It is used for checking the details of individual students or cohorts of students.

Manage Classes to administer classes at your school, to add or remove teachers to or from classes at your school
Manage Students to change student enrolment details, to delete or to archive students
User Management to delegate School Admin access to users at your school, or Admin access to specified users

Click Admin → Manage Students → Search to find student records matching given criteria for:

- individual students
- all students in a class
- all students in the school

Manage Students

Search for a student to administer, based upon the following criteria

From: Students in school **School Number:** **Campus Number:** Select School

zzDemo School 1

Advanced Search options

Class: --Select Class--

Student ID:

First name like: Last name like:

Year Level: Gender:

Indigenous: ☐

Date of birth between and (dd-MMM-yyyy)

Sort by: Last Name

None
First Name
Last Name
Year Level
Gender
Home Group

Using the Search button

1. Enter relevant search criteria in the available fields.
2. Select a field from the *Sort by* drop-down menu, to determine the order in which records are displayed.
3. Click *Search*.

Search Example

To display a list of all students in the school, sorted alphabetically by surname follow these steps:

1. Select *Last Name* in the *Sort by* drop-down menu.
2. Click *Search* with no other criteria entered.

Records will display as follows:

Student ID	Unique ID	First Name	Last Name	Year level	Home Group	Gender	ATS	Date of Birth	School	Campus	Not at my school	Classes	Assessments
2591	AND001_9999	Chris	Anderson	1	HR	M	N	02-Feb-2001	9999	1	Remove	Show Classes	1
2583	DAR002_9999	Alexander	Darling	1	SR	M	N	07-Mar-2001	9999	1	Remove	Show Classes	0
2587	FER004_9999	Max	Ferguson	1	KA	M	N	31-Dec-2000	9999	1	Remove	Show Classes	0
2590	GRA001_9999	Matthew	Grayson	1	HR	M	N	15-Jan-2001	9999	1	Remove	Show Classes	0

Remove

Click *Remove* if a student appears in the list but is no longer at the school, for example if the student has transferred to another school. The student will be removed from the list of students at the school.

Show Classes

Click *Show Classes* (as indicated above) to display the class/es the student is in. This function will also display classes in the Mathematics Online Interview and Fractions and Decimals Online Interview, if the student is in classes in these applications. The Information will be displayed as follows:

Class link details for TestApr16 Stud_01				
Class	Class Code	School	Campus	Application
April09	0409	9999	1	English Online
April09	0409	9999	1	Mathematics Online

User Management

User Management is used to assign or remove administrative access to users at the school. Only School Administrators can utilise this function. Click Admin on the homepage to access User Management.

Use your browser Back button to return to the Interview or [Back to homepage](#)

Manage Classes to administer classes at your school, to add or remove teachers to or from classes at your school

Manage Students to change student enrolment details, to delete or to archive students

User Management to delegate School Admin access to users at your school, or Admin access to specified users

Assigning School Administrators

1. Click the *Admin* button on the home page.
2. Click *User Management* (as indicated in graphic above).
3. Click *Next* to display the following screen:

4. Click *School Admin* to display the following screen:

5. Enter the appropriate PIN or other details to identify the required user.
6. Click *Search* to display the details of the required user.

7. Check the box next to the displayed user.
8. Click *Add Selected Users*.

Removing School Administrators

1. Follow steps 1–6. Then check the box next to the Administrative user you wish to remove.
2. Click *Remove*.

Pre-interview preparations for teachers

Becoming familiar with the Interview

All teachers are encouraged to use the training environment, before the formal assessment period commences, to familiarise themselves with the modules they will be using with their students. The training environment is available at the following address: <https://www.eduweb.vic.gov.au/englishonlinetraining>

Preparing the space and the resources

Teachers should organise for a quiet comfortable space to conduct the Interview and ensure (as much as possible) that they are not interrupted during interviewing.

The appropriate texts (from the resource kits distributed by the School Administrator) should be made ready, and the relevant worksheets printed prior to interviewing. To print the worksheets:

1. Click *Resources* on the homepage to display the screen shown below.
2. Note the printing requirements (per student/per class) for the relevant module.
3. Click the links to the relevant worksheets.
4. Print the required quantities.

Assessment Material Item	Audience	No. of Copies	Module 1	Module 2	Module 3	Module 4	Not Assessed
Initial Sound Sheet	Teacher	1 per class	✓				
Alphabet Recording Sheet	Student	1 per student	✓	✓			
Alphabet Sheet	Teacher	1 per class	✓	✓			
Annotated Writing Samples for Writing Task Assessment	Teacher	1 per class	✓	✓	✓	✓	
'ick' word sheet	Teacher	1 per class		✓			
The Beach Ball Running Record Sheet	Student	1 per student		✓			
P Word Sheet	Teacher	1 per class			✓		
Spelling Sheet – Student	Student	1 per student			✓	✓	
Spelling Words – Teacher	Teacher	1 per class			✓		
Blackie's Holiday Running Record Sheet	Student	1 per student			✓		
Spelling Words – Teacher	Teacher	1 per class				✓	
Tiger and the Big Wind Running Record Sheet	Student	1 per student				✓	

Checking the class setup

Before interviewing, teachers should confirm that they can access their class/es and that all required students have been allocated correctly. To check the class set up:

1. Click the *Class* drop-down menu to check that the appropriate class appears in the list.
2. Scroll through the *Students* drop-down menu to check that all students have been allocated to the class.

Student View *Assessment View*

Resources Reports Groups Logout

Class: Training

Students: --Select--
 STUDENT01 Jessica
 STUDENT02 Connor
 STUDENT03 Krista
 STUDENT04 Mehya
 STUDENT05 Paige
 STUDENT06 Harrison
 STUDENT07 Cody
 STUDENT08 Amy
 STUDENT09 Isha

Selected Student: No student selected
Selected Class: Training
Current Assessment Period:
Last Assessed:
Assessment Status: Not Currently Assessing

Checking student details

Before interviewing, teachers should check that the student details in the Interview are correct. Check student details as follows:

1. From the *Class* drop-down menu select the appropriate class.
2. From the *Students* drop-down menu select a student.

Student View *Assessment View*

Resources Reports Groups Logout

Class: Training

Students: STUDENT01 Jessica

Selected Student: STUDENT01 Jessica
Selected Class: Training
Current Assessment Period: End Of Year 2009
Last Assessed: No record of Assessment
Assessment Status: Not Currently Assessing
Start Assessment: --Select Module-- Start

Student Details Last updated 04-Aug-2009

Student ID: 1160 **Student UniqueID:** AND0005_33 VIC
Student First Name: Jessica **Student Surname:** STUDENT01
Student Middle Name: **Date Of Birth:** 06-Nov-2002
Gender: F **Year Level:** 1
☐ **Aboriginal or Torres Strait Islander** **Home Group:** TR01
☒ **English as a second language**
☒ **Student has been learning English for less than a year** **ESL Stage:** Unknown

3. Check that student details (name, date of birth etc.) are accurate.
4. Contact the bursar (or CASES 21 coordinator) if student details are incorrect.

Checking CASES 21 Details

If any student details in the Interview *are not correct*, they should be checked in CASES 21. Changes made to CASES 21 will be updated overnight in the Interview. If the details are correct in CASES 21 but *not correct* in the Interview, contact the DEECD Service Desk. (See *Appendix 2: Contacts*, p. 41.)

Entering ESL information

If a student is recorded as an ESL student in CASES 21, then further information *must* be entered and updated in the Interview before an assessment can commence.

Enter ESL information as follows:

1. Tick the box *Student has been learning English for less than a year*, if appropriate.
2. From the *ESL Stage* drop-down menu select from the available options.
3. Click *Update Details*.

Student View *Assessment View*

Class: Training

Students: STUDENT03 Krista

Resources Reports Groups Logout

Selected Student: STUDENT03 Krista
Selected Class: Training
Current Assessment Period: End Of Year 2009
Last Assessed: No record of Assessment
Assessment Status: Not Currently Assessing
Start Assessment: --Select Module-- Start

Student Details Last updated 04-Aug-2009

Student ID: 1145 **Student UniqueID:** BAM0001_33 VIC
Student First Name: Krista **Student Surname:** STUDENT03
Student Middle Name: **Date Of Birth:** 25-Jan-2002
Gender: F **Year Level:** 2
☐ **Aboriginal or Torres Strait Islander** **Home Group:** TR01

☒ **English as a second language**

☒ **Student has been learning English for less than a year** **ESL Stage:** A1.2

Last updated 26-Aug-2009 **Update Details**

Update Error Message

If ESL details are not updated, the following error message will appear. Update the details before proceeding.

There was an error carrying out your last request

Detailed description of the error:

Student Auxillary (ESL and Disability) details have not been updated within the prescribed period prior to assessment

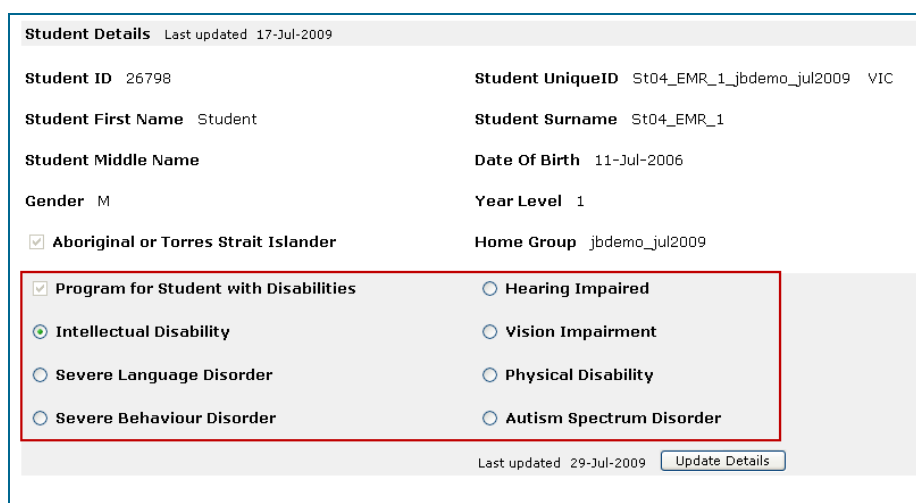
Entering Disability Information

If a student is identified in CASES 21 as having a disability, details of the disability are required before an assessment can commence.

Disability details in the Interview must match those on the student's disability record. The disability for which a student is funded should be selected on screen. If disability information is not updated, the assessment cannot proceed.

To enter disability information:

1. Select the disability *for which the student is funded* (as recorded on the disability record).



The screenshot shows a 'Student Details' form. The top section contains fields for Student ID (26798), Student UniqueID (St04_EMR_1_jbdemo_jul2009 VIC), Student First Name (Student), Student Surname (St04_EMR_1), Student Middle Name, Date Of Birth (11-Jul-2006), Gender (M), Year Level (1), and Home Group (jbdemo_jul2009). There is a checkbox for 'Aboriginal or Torres Strait Islander' which is checked. Below this is a section titled 'Program for Student with Disabilities' which is highlighted with a red box. This section contains a list of radio button options: 'Intellectual Disability' (selected), 'Severe Language Disorder', 'Severe Behaviour Disorder', 'Hearing Impaired', 'Vision Impairment', 'Physical Disability', and 'Autism Spectrum Disorder'. At the bottom right of the form is an 'Update Details' button.

2. Click the *Update Details* button.

Update Error Message

If disability details are not updated, the following error message will appear. Update the details before proceeding.

There was an error carrying out your last request

Detailed description of the error:

Student Auxillary (ESL and Disability) details have not been updated within the prescribed period prior to assessment

Assigning Students to Groups

Teachers can create groups using the *Groups* button on the home page. This may be useful to distinguish achievement between particular groups, for example:

- Boys
- Girls
- ESL students
- Year 1 students (in a composite grade)

Create Group

1. Click the *Groups* button

Resources Reports **Groups** Logout

Selected Student: STUDENT03 Krista 1145
Selected Class: Training
Current Assessment Period: End Of Year 2009
Last Assessed: No record of Assessment
Assessment Status: Not Currently Assessing
Start Assessment: --Select Module-- Start

Create New Group
Group Name: **Create Group**

Edit or Delete Existing Group
 Group: -- Select -- Edit Group Delete Group

2. Enter a name in the *Group Name* field.
3. Click *Create Group*.

Edit Group (To add or remove students)

1. Select a group from the *Group* drop-down menu. The following screen displays:

EDIT A GROUP

Add or Remove Students to/from group: **Group 1**

Students in selected class but not in Group

Anderson Chris
 S05_C001 Student
 S06_C001 Student
 S07_C001 Student
 S08_C001 Student
 S09_C001 Student
 S10_C001 Student
 S11_C001 Student
 S12_C001 Student
 S13_C001 Student

Add Students

Students already in Group

S01_C001 Student
 S02_C001 Student
 S03_C001 Student
 S04_C001 Student

Remove Students

2. Click on a student* on the list at left and click *Add Student*, or click on a student at right and click *Remove student* as required.

*To select multiple, but non-sequential students, hold down the Ctrl key while clicking on the required students.

Delete Group

Groups can only be deleted if empty. All students must be deleted from a group (as explained above) before the group can be deleted

To delete a group:

1. Select a group from the *Group* drop-down menu.
2. Click *Delete Group*.

Conducting an Assessment

Selecting a class, student and module

Teachers will only see classes to which they have been added. Generally teachers will be added to only one class and this will appear by default in the *Class* drop-down menu. If no classes appear, contact the School Administrator.

Follow the steps below to commence an assessment after completing the preparations described in the preceding section.

1. From the *Class* drop-down menu, select the appropriate class (if more than one is available).

The screenshot shows the 'Student View Assessment View' interface. On the left, there are two dropdown menus: 'Class' (set to 'Training') and 'Students' (set to 'STUDENT03 Krista'). To the right, there are buttons for 'Resources', 'Reports', 'Groups', and 'Logout'. Below these, the 'Selected Student' is 'STUDENT03 Krista', 'Selected Class' is 'Training', 'Current Assessment Period' is 'End Of Year 2009', 'Last Assessed' is 'No record of Assessment', and 'Assessment Status' is 'Not Currently Assessing'. The 'Start Assessment' section has a 'Select Module' dropdown menu with options: '--Select Module--', '--Select Module--', 'Module 1', 'Module 2', 'Module 3', 'Module 4', and 'Not Assessed'. A red arrow points from the 'Start' button to the 'Select Module' dropdown.

2. From the *Students* drop-down menu, select the appropriate student (the selected student's details will appear as indicated by the arrow above).
3. From the *Select Module* drop-down menu, select the appropriate module.
4. Click *Start*. The screen switches to *Assessment view*.

Assessment View – screen layout

There are three main sections of the screen in *Assessment view* as indicated in the following graphic:




The screenshot shows the 'Assessment View' interface. On the left, there is a sidebar with 'Student: S01 SLPD', 'Class: SLPD Practice Class', and 'Module 1' with a list of tasks. The main area shows 'Module 1' and 'Task 1. Oral Language' with instructions and a checklist. The bottom section shows 'Question 1. Participation/Engagement' and 'Question 2. Spoken text structure' with radio button options.

Tasks

The tasks for the selected module will be listed and numbered on the left of screen with the current task surrounded by a dotted box.

Instructions and Script

The instructions and script appear on the right at the top of the screen. The following icons/links may be used in this section.

Hide Help	Link to switch instructions on or off
	Instructions to teachers
	Script for teachers
	Equipment required

Questions

Questions are presented below the instructions/script. All questions for a given task will appear in a single window. Scroll down to reveal the next question as required.

Entering student responses

Read the instructions and/or script at the top of the page then:

1. Complete the questions *in order* by selecting the most appropriate student response.
2. Scroll down when required to see the next question.
3. Click *Next* after the final question has been answered to go to the next task.

Question 5. Strategies

- ☒ listens carefully and responds appropriately, clarifies when necessary, asks questions when appropriate
- ☐ generally listens well and responds appropriately, clarifies when meaning breaks down
- ☐ does not always respond appropriately, generally does not clarify or question
- ☐ no attempt

[<< Previous](#) [Save](#) [Next >>](#)

Progressing through the tasks

Tasks should be completed sequentially. As tasks are completed they appear ticked as indicated below.

A response must be entered for every question in a task before subsequent tasks can be accessed. For advice on what to do if a student cannot complete a task see *Terminating a task if a student cannot continue*, p. 24.

<p>Student View Assessment View</p> <p>Student: S02 SLPD Class: SLPD Practice Class</p> <p>Save and Pause Assessment</p> <p>Student Assessment</p> <p>Module 4</p> <ul style="list-style-type: none"> 1 Oral Language ✓ 2 Tiger and the Big W ✓ 3 Spelling 4 The Golden Caramel 5 Writing Finalise Assessment 	<p>Module 4</p> <p>Task 3. Spelling</p> <p>Hide Help</p> <p>Equipment: Spelling words (teacher), Spelling sheet</p> <p>i This activity may be administered to a small group or the whole grade. A separate spelling sheet has been provided without the scoring categories for group administration. Please score the spelling for the sample students only in this book.</p> <p>If you administer the spelling individually and the student is struggling after any three words you may end the activity and proceed to the next activity.</p> <p>Hand the student the spelling sheet and a pencil.</p> <p>i <i>Now you are going to write some words.</i> <i>I will say the word and then say it in a sentence. Then you write the word on your sheet.</i></p> <p>i Indicate the first space on the sheet</p>
--	--

Terminating a task if a student cannot continue

In some circumstances it may be necessary to terminate a task before all questions in the task have been attempted by the student. This may occur if the task appears to be causing the student significant distress or the student is clearly unable to provide further answers to the questions in the task. For example some ESL students in the early stage of their ESL learning, may have insufficient English to understand or respond to some tasks.

Where it is clear that a student can *not* continue with a particular task, select the 'no attempt' option for each of the questions in the task that were *not* administered to the student. Then continue to the next task.

It may be necessary to use the *Save and Pause Assessment* button (for example if the student appears distressed), and continue the Interview at a later time. Tasks are very different in nature, and students may be able to respond to some but not others. Each student should have an opportunity to attempt every task.

Finalising the assessment

A response must be entered for all questions in a module before the assessment can be finalised.

After the last task is completed, the teacher clicks *Finalise Assessment* as indicated below. No further changes can be made. Finalised assessments are used as the basis of reports outlined in the following section.

<p>Student View Assessment View</p> <p>Student: S02 SLPD Class: SLPD Practice Class</p> <p>Save and Pause Assessment</p> <p>Student Assessment</p> <p>Module 4</p>	<p>Module 4</p> <p>i The assessment is now complete.</p> <p>Put the materials away and thank the student.</p> <p>Click on the button below to finalise this assessment</p> <p>Finalise Assessment</p>
---	---

Logging Out

When finished using the English Online Interview, click the *Logout* button on the home page to exit the system.

Reports

A range of reports can be generated using the English Online Interview. Reports can only be generated for students whose assessment/s have been *finalised*. (See *Finalising the assessment*, p. 24.)

Student cohorts,

Reports can be generated for an individual student, a pre-defined group or a whole class.

- Teachers can generate reports for their own classes only.
- School administrators can generate reports for any class as well as reports for the whole school.

Report parameters

The following report parameters can be selected for each report:

- Assessment period
- Dimension (Speaking and Listening, Reading, Writing, All)
- Report *view* (Tabular or Graphical) and report *format* (see *Report views and formats*, p. 25).

Report filters

Reports may also be further refined using the following filters:

- Year Level
- Gender
- ATSI Status
- ESL Status
- PSD status
- Date of birth.

Report views and formats

All reports can be displayed in *tabular view*. Some reports are also available in *graphical view*. All reports can be saved in Excel *format* to allow further interrogation of data.

Users can choose the *View* (tabular or graphical) and specify the *format* (XLS, HTML or PDF) of a report prior to generating it.

- Tabular reports are available in XLS (Excel), HTML and PDF format. Some Tabular HTML reports can be sorted (ascending or descending) by clicking on the arrows displayed in applicable column headings.
- Graphical reports are available in HTML or PDF format.

Steps for generating a report

The general process for generating *any* report is illustrated by the following example, which outlines the steps to generate the *VELS by Student* report for a *class*.

1. On the homepage click *Reports* to display the following screen. (Click the *Report Help* icon represented by a blue question mark to view the names and descriptions of all reports.)

2. From the first drop-down menu select *Class* and from the second drop-down menu select *VELS by Student Report*.

3. If the report is required for the whole class, proceed to step 7. If the report is required for selected students, click *Choose Students* to display the following screen. Then continue from step 4.

4. Click on the first required student.
5. Hold the Ctrl key while clicking on other required students.
6. Click *Add to selection*.

The selected students will be added under *Students in report*. Now move to the *Report Parameters* and *Additional Report Filters* section as shown in following graphic.

Report Parameters



Select the parameters you wish to use for your report from the options below

Assessment Period: End Of Year 2009
Dimension: All
Report View: Graphical
Report Format: PDF

Additional report filters

The following additional filters are available for your selection
NOTE that they are optional and do not have to be defined

Year Level: --Select--
Gender: --Select--
ATSI Status: --Select--
ESL Status: --Select--
PSD Status: --Select--

Date of Birth From:  **To:**  e.g. 11-Dec-2008

Generate Report

7. Enter any *Report Parameters* or *Additional Report Filters* using the drop-down menus provided. You can also enter a *Date of Birth* range by clicking the calendar icons next to the *From* and *To* fields.

8. Click *Generate Report*.

The report will be displayed on screen or a pop up will display (for PDF or XLS formats) prompting to save the file. (For an example of the report generated using the parameters above see page 31.)

Appendix 1: Report Examples

Summary

Reports can be generated for groups of students or for individual students.

Reports for groups of students

These reports can be generated for pre-defined groups, classes, year levels, or schools:

Report	Views available
1. Student Details Report	Tabular
2. Assessment Status (Quick) Report	Tabular
3. Assessment Status (Detailed) Report	Tabular
4. VELs by Student Report	Tabular and graphical
5. Group Comparison Report	Tabular and graphical
6. Group Progression Report	Tabular and graphical
7. Group Summary Report	Tabular and graphical

Reports for individual students

Report	Forms available
8. Student Progression Report	Tabular and graphical
9. Student Response Summary Report	Tabular
10. Finalised Assessment Report	Tabular

1. Student Details Report

This report summarises the personal and demographic details of students in the chosen cohort and indicates the assessments which have been completed.

English Online Interview									
Student Details Report on 24-Aug-2009									
School Name: zzDemo School 1									
Report Generated By: zzDemo School Senior Teacher									
Student Selection: Class : Training	Dimension: All								
Total No. Students in Report: 28									
Additional Filters Applied: No filters found									
<hr/>									
Student Name STUDENT01 Jessica Student ID 1160 Student UniqueID AND0005_33 Date of Birth 06-Nov-2002 Gender F Year Level 1 Home Group TR01 Class Training Last Assessed 10-Feb-2009	ATSI Status No ESL Status Yes ESL less than a year Yes ESL Stage PSD Status Yes Intellectual Disability No Severe Language Disorder No Severe Behaviour Disorder No Hearing Impaired No Vision Impaired No Physical Disability Yes Autism Spectrum Disorder No								
<table border="1"> <thead> <tr> <th>Completed Assessments</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Module 3 End Of Year 2009</td> <td>13-Jul-2009</td> </tr> <tr> <td>Module 2 Start Of Year 2009</td> <td>13-May-2009</td> </tr> <tr> <td>Module 2 End Of Year 2008</td> <td>27-Oct-2008</td> </tr> </tbody> </table>	Completed Assessments	Date	Module 3 End Of Year 2009	13-Jul-2009	Module 2 Start Of Year 2009	13-May-2009	Module 2 End Of Year 2008	27-Oct-2008	
Completed Assessments	Date								
Module 3 End Of Year 2009	13-Jul-2009								
Module 2 Start Of Year 2009	13-May-2009								
Module 2 End Of Year 2008	27-Oct-2008								

2. Assessment Status (Quick) Report

This report summarises the assessment status of all students in the selected cohort. It provides a quick overview of the current status of assessments during an assessment period.

English Online Interview																															
Assessment Status (Quick) Report on 24-Aug-2009																															
School Name: zzDemo School 1																															
Report Generated By: zzDemo School Senior Teacher	Assessment Period: End Of Year 2008																														
Student Selection: Class : Training	Dimension: All																														
Additional Filters Applied: No filters found																															
<hr/>																															
<div>Quick Summary</div>																															
<table border="1"> <thead> <tr> <th>Year Level</th> <th>Not Started</th> <th>Assessing</th> <th>Finalised</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year 1</td> <td>0</td> <td>0</td> <td>8</td> <td>8</td> </tr> <tr> <td>Year 2</td> <td>0</td> <td>0</td> <td>10</td> <td>10</td> </tr> <tr> <td>3</td> <td>0</td> <td>1</td> <td>8</td> <td>9</td> </tr> <tr> <td>Total</td> <td>0</td> <td>1</td> <td>27</td> <td>28</td> </tr> </tbody> </table>		Year Level	Not Started	Assessing	Finalised	Total	Prep	0	0	1	1	Year 1	0	0	8	8	Year 2	0	0	10	10	3	0	1	8	9	Total	0	1	27	28
Year Level	Not Started	Assessing	Finalised	Total																											
Prep	0	0	1	1																											
Year 1	0	0	8	8																											
Year 2	0	0	10	10																											
3	0	1	8	9																											
Total	0	1	27	28																											
<table border="1"> <thead> <tr> <th>Student Class Assignment</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Assigned Students</td> <td>28</td> </tr> <tr> <td>Unassigned Students</td> <td>0</td> </tr> <tr> <td>Total</td> <td>28</td> </tr> </tbody> </table>		Student Class Assignment	Total	Assigned Students	28	Unassigned Students	0	Total	28																						
Student Class Assignment	Total																														
Assigned Students	28																														
Unassigned Students	0																														
Total	28																														

3. Assessment Status (Detailed) Report

This report provides the same information as the *Assessment Status (Quick) Report* but also provides details of the assessments of individual students. It is useful for checking the assessment status of individual students during an assessment period.

English Online Interview
Assessment Status (Detailed) Report on 24-Aug-2009

School Name: zzDemo School 1
Report Generated By: zzDemo School Senior Teacher
Student Selection: Class : Training
Additional Filters Applied: No filters found

Assessment Period: End Of Year 2008
Dimension: All

Quick Summary

Year Level	Not Started	Assessing	Finalised	Total
Prep	0	0	1	1
Year 1	0	0	8	8
Year 2	0	0	10	10
3	0	1	8	9
Total	0	1	27	28

Student Class Assignment	Total
Assigned Students	28
Unassigned Students	0
Total	28

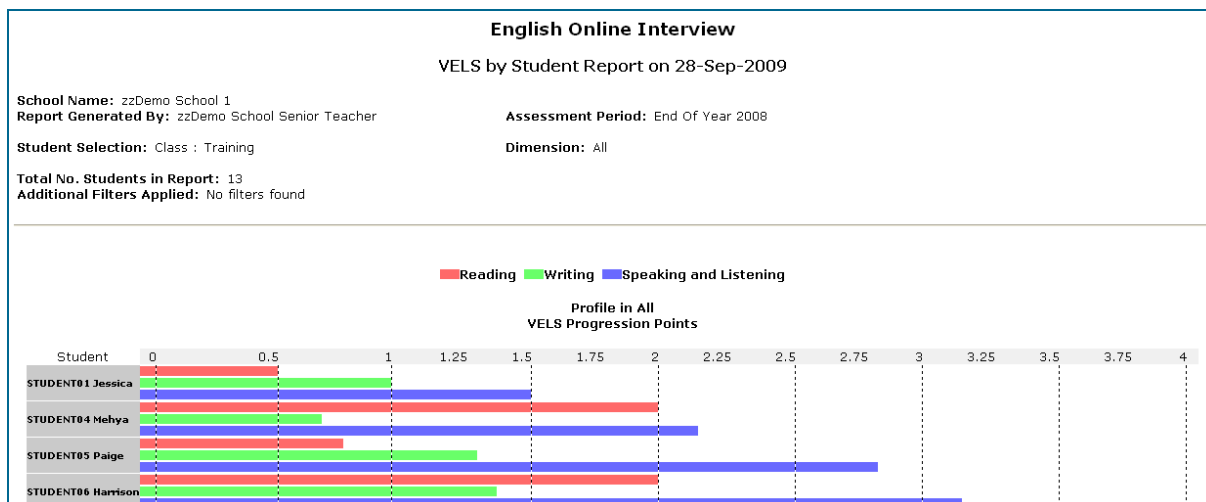
Detailed Summary

Student ID	Student UniqueID	Student First Name	Student Last Name	Home Group	Teacher	Year Level	Assessment Module	Status
1145	BAM0001_33	Krista	STUDENT03	TR01	02374176	2	Module 3	Finalised
1146	CAI0004_33	Paige	STUDENT05	TR01	08221384	2	Module 3	Finalised
1149	FOR0007_33	Samuel	STUDENT11	TR01	08221384	2	Module 3	Finalised
1151	JOG0004_33	Erin	STUDENT15	TR01	08221384	0	Module 2	Finalised

4. VELs by Student Report

This report presents the estimated VELs score on the different dimensions of the English domain, for each student in a chosen cohort. The VELs score is presented in increments of 0.1.

Graphical view



Tabular view

In tabular view, the *Next Progression Point* is presented alongside the estimated VELs score for each student and for each dimension.

English Online Interview
VELs by Student Report on 24-Aug-2009

School Name: zzDemo School 1
Report Generated By: zzDemo School Senior Teacher
Assessment Period: End Of Year 2008
Student Selection: Class : Training
Dimension: All
Total No. Students in Report: 28
Additional Filters Applied: No filters found

VELs By Student									
Student ID	Student UniqueID	Student First Name ^	Student Last Name ^	Estimated VELs Score (R) ^	Next Progression Point (R)	Estimated VELs Score (W) ^	Next Progression Point (W)	Estimated VELs Score (SL) ^	Next Progression Point (SL)
1160	AND0005_33	Jessica	STUDENT01	2.3	2.5	2.8	3	4	4
1161	BAL0007_33	Connor	STUDENT02	3.3	3.5	1.3	1.5	1.1	1.25
1145	BAM0001_33	Krista	STUDENT03						
1162	BAT0005_33	Mehya	STUDENT04	3.6	3.75	2	2	3.1	3.25
1146	CAI0004_33	Paige	STUDENT05	0.8	1	1.3	1.5	2.8	3
1163	CAR0003_33	Harrison	STUDENT06	2	2	1.4	1.5	3.2	3.25
2664	CHA0009_33	Cody	STUDENT07	0.7	1	0.8	1	0.3	0.5

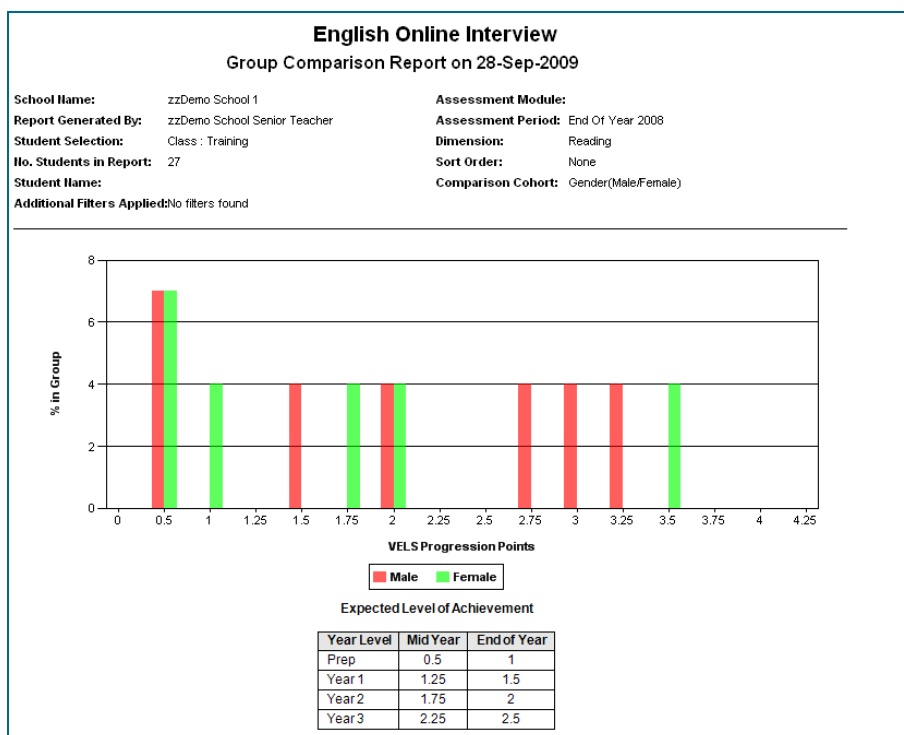
5. Group Comparison Report

This report is used to compare the VELS progression points achieved by students in two student cohorts (selected by the user) for example, male v female or ESL v non-ESL. The percentage of students achieving a given VELS progression point is displayed for each cohort.

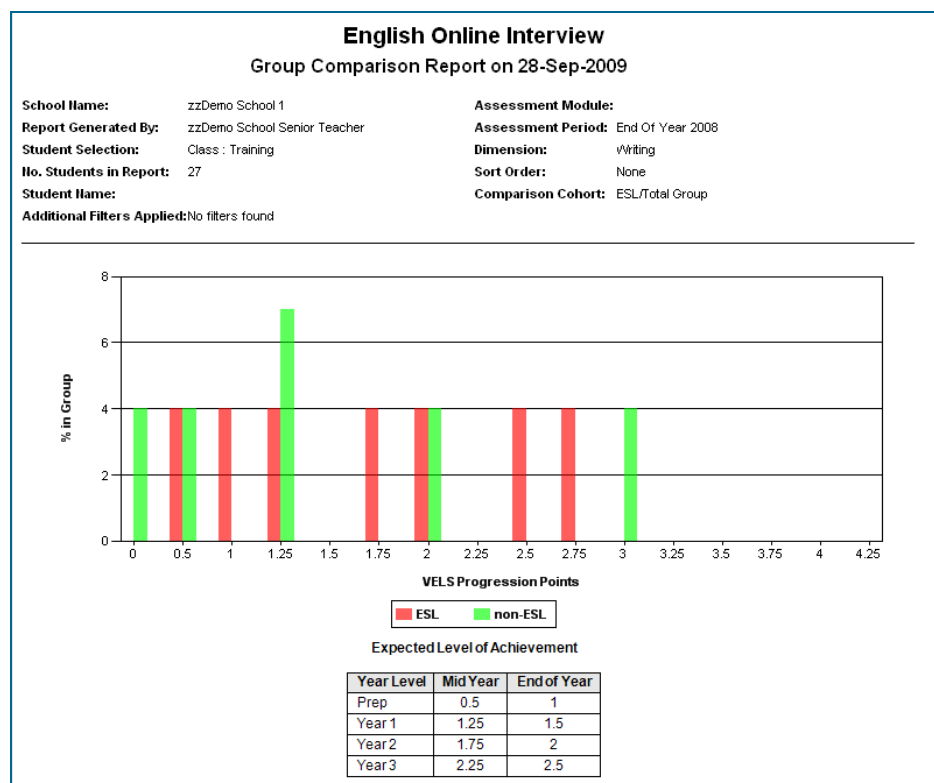
Graphical view

In graphical view, each dimension must be selected *separately*.

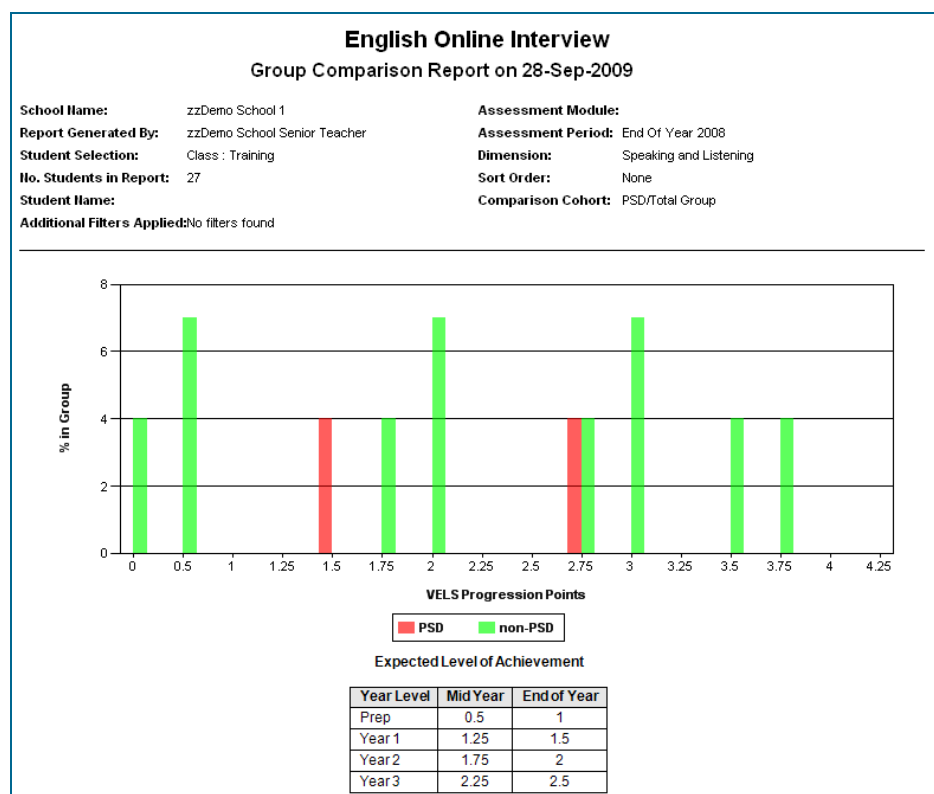
Reading Dimension – Male v Females



Writing Dimension – ESL v Total Group



Speaking and Listening Dimension – PSD v Total Group



Tabular view

In tabular view, all dimensions are shown in one table.

English Online Interview

Group Comparison Report on 24-Aug-2009

School Name: zzDemo School 1

Report Generated By: zzDemo School Senior Teacher

Assessment Period: End Of Year 2008

Student Selection: Class : Training

Dimension: Reading

Total No. Students in Report: 27

Comparison Cohort: Gender(Male/Female)

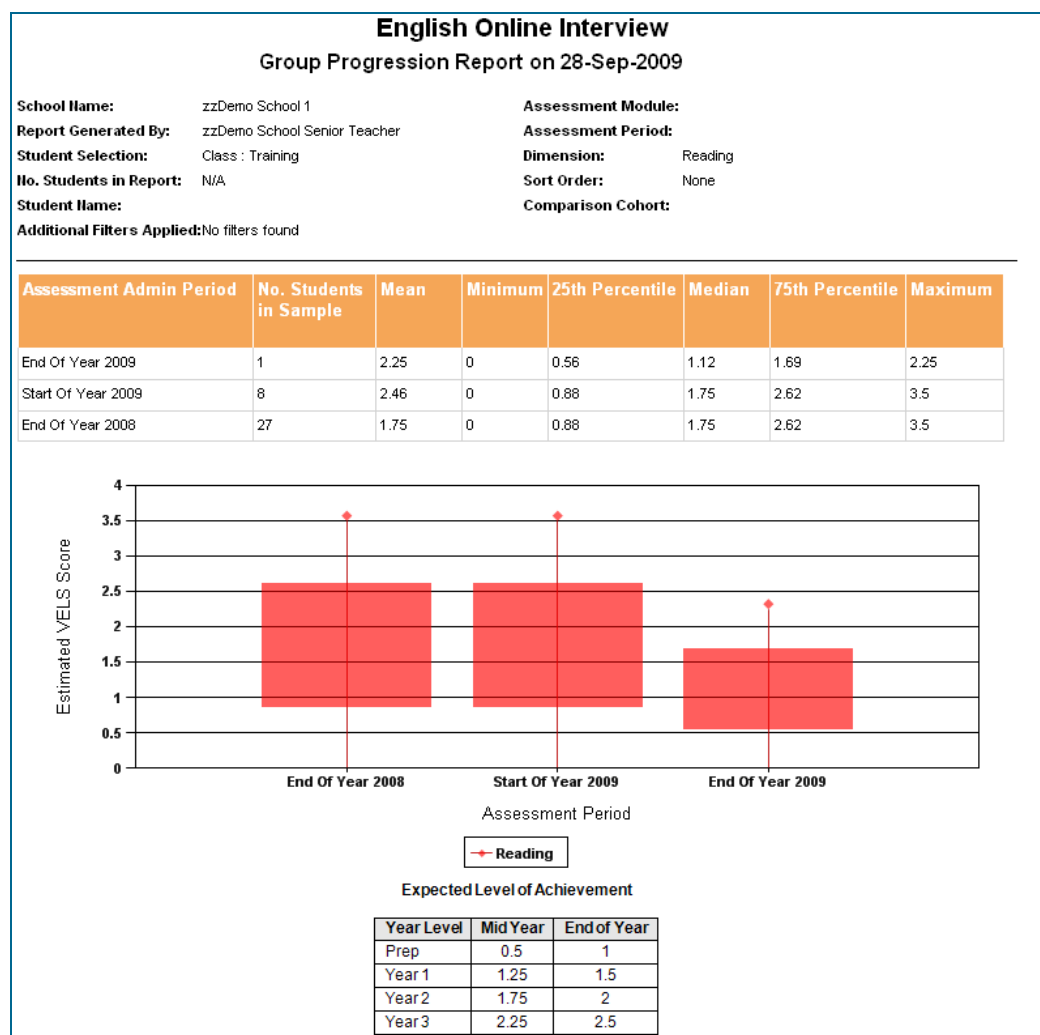
Additional Filters Applied: No filters found

VELS Progression Point	No. Females (R)	% Females (R)	No. Males (R)	% Males (R)	No. Females (W)	% Females (W)	No. Males (W)	% Males (W)	No. Females (SL)	% Females (SL)	No. Males (SL)	% Males (SL)
0	0	0	0	0	1	4	0	0	1	4	0	0
0.5	2	7	2	7	1	4	1	4	1	4	1	4
1	0	0	1	4	0	0	1	4	0	0	0	0
1.25	0	0	0	0	2	7	1	4	0	0	0	0
1.5	1	4	0	0	0	0	0	0	0	0	1	4
1.75	0	0	1	4	1	4	0	0	0	0	1	4
2	1	4	1	4	0	0	2	7	1	4	1	4
2.25	0	0	0	0	0	0	0	0	0	0	0	0

6. Group Progression Report

This report is used to show the *spread* of student achievement, for the chosen cohort, in terms of the estimated VELS scores. VELS scores are estimated in increments of 0.1. The user must specify the dimension for which the results are displayed.

Graphical view



Tabular view

English Online Interview
Group Progression Report on 24-Aug-2009

School Name: zzDemo School 1
Report Generated By: zzDemo School Principal
Student Selection: Students at a school
Dimension: Reading

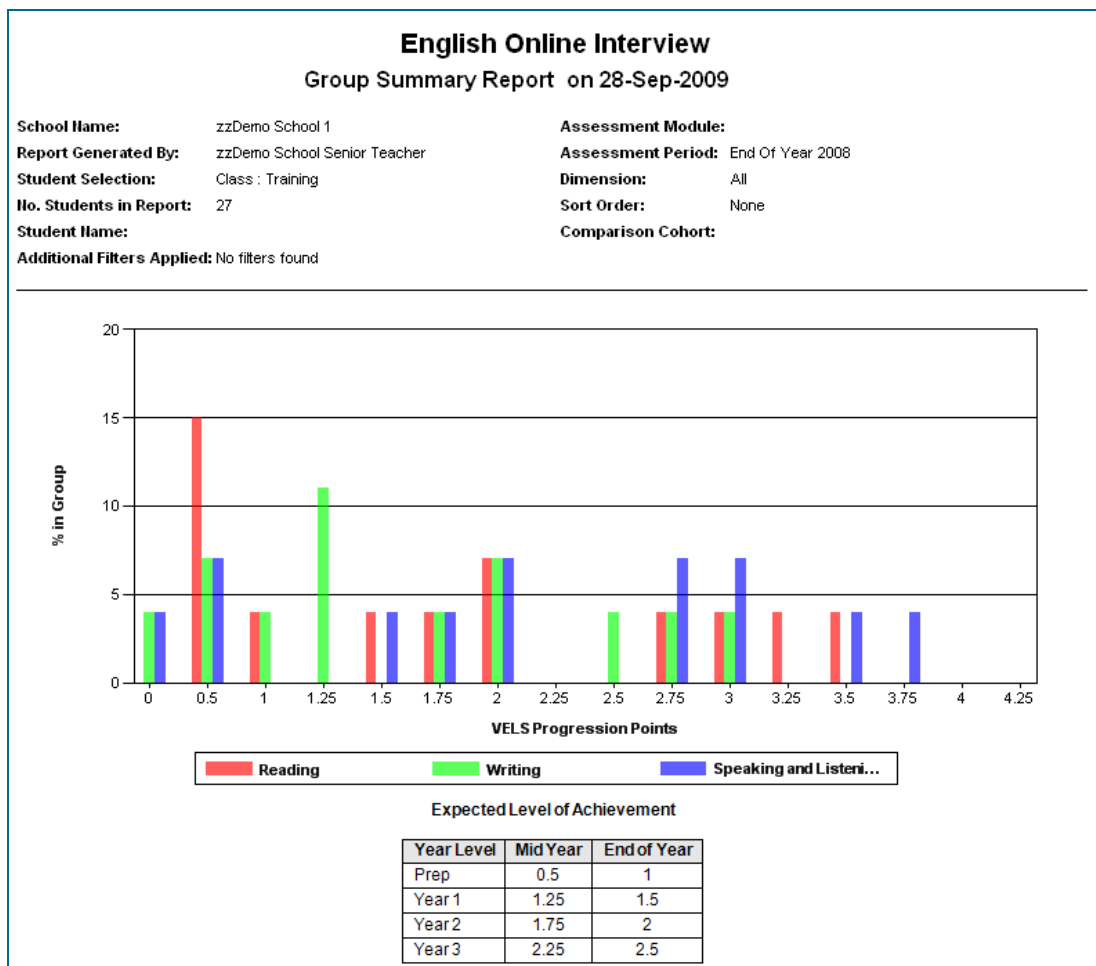
Additional Filters Applied: No filters found

Assessment Period	No. Students in Sample	Mean	Minimum	25th Percentile	Median	75th Percentile	Maximum
End Of Year 2009	1725	3.17	0	0.88	1.75	2.62	3.5

7. Group Summary Report

This report presents the percentage of students achieving each VELS progression point, in each dimension of the English domain.

Graphical view



Tabular view

English Online Interview

Group Summary Report on 24-Aug-2009

School Name: zzDemo School 1

Report Generated By: zzDemo School Senior Teacher

Assessment Period: End Of Year 2008

Student Selection: Class : Training

Dimension: All

Total No. Students in Report: 27

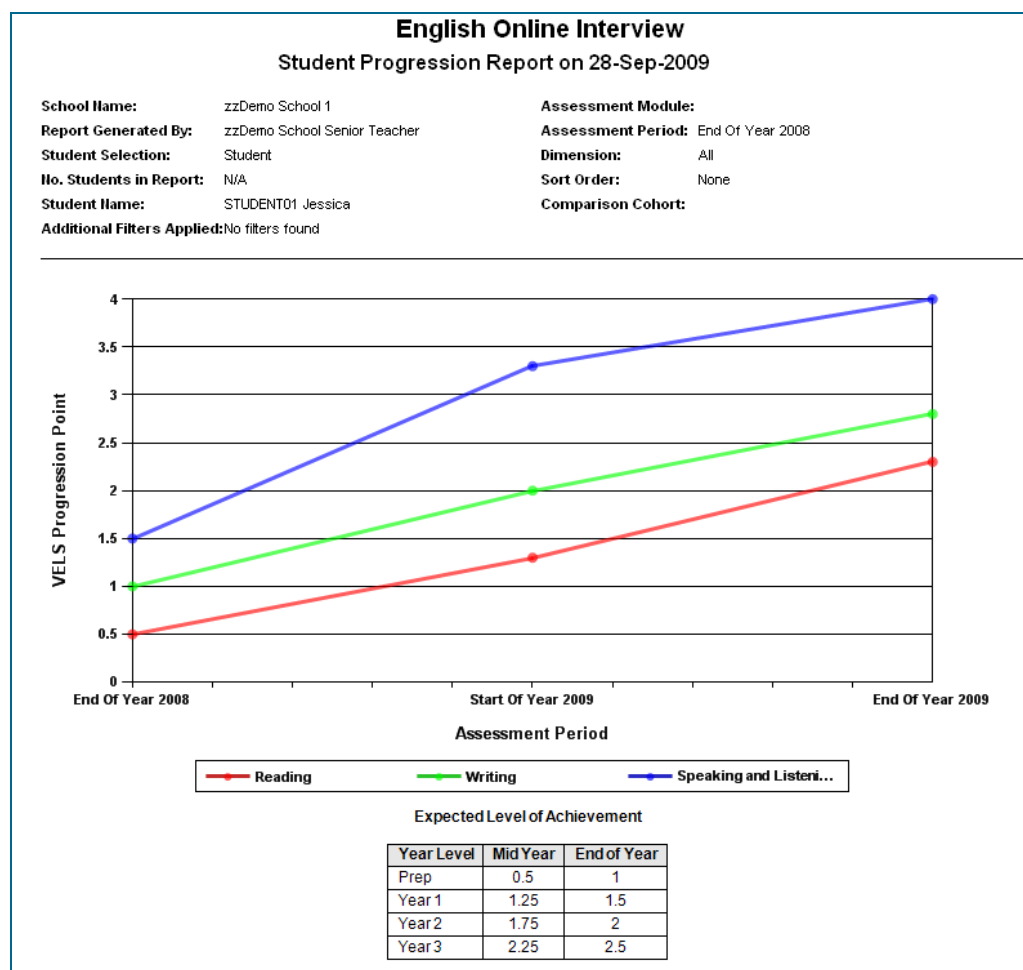
Additional Filters Applied: No filters found

VELS Progression Point	Students(R)	% Students(R)	Students(W)	% Students(W)	Students(SL)	% Students(SL)
0	0	0	1	4	1	4
0.5	4	15	2	7	2	7
1	1	4	1	4	0	0
1.25	0	0	3	11	0	0
1.5	1	4	0	0	1	4
1.75	1	4	1	4	1	4
2	2	7	2	7	2	7
2.25	0	0	0	0	0	0
2.5	0	0	1	4	0	0
2.75	1	4	1	4	2	7

8. Student Progression Report

This report is for an individual student. It displays the VELS progression point achieved in each of the assessments completed, for each dimension of the English domain. The report can be used to show the progress of the student over time in a given dimension or to compare achievement in different domains.

Graphical view



Tabular view

Assessment Period	Student ID	Student UniqueID	Student First Name	Student Last Name	Estimated VELS Score (R)	Next Progression Point (R)	Estimated VELS Score (W)	Next Progression Point (W)	Estimated VELS Score (SL)	Next Progression Point (SL)
End Of Year 2009	1160	AND0005_33	Jessica	STUDENT01	2.3	2.5	2.8	3	4	4
Start Of Year 2009	1160	AND0005_33	Jessica	STUDENT01	1.3	1.5	2	2	3.3	3.5
End Of Year 2008	1160	AND0005_33	Jessica	STUDENT01	0.5	0.5	1	1	1.5	1.5

9. Student Response Summary Report

This report for an individual student, indicates the *level of response* for each question in a given assessment period. A fully shaded bar indicates the highest level of response. The report can be displayed in order of the task/question or the dimension/literacy aspect.

Task/Question Order

English Online Interview			
Student Response Summary Report on 31-Aug-2009			
School Name: zzDemo School 1		Assessment Period: End Of Year 2008	
Report Generated By: zzDemo School Senior Teacher		Dimension: All	
Student Selection: Student		Sort Order: Task	
Total No. Students in Report: 1			
Student Name: STUDENT01 Jessica			
Additional Filters Applied: No filters found			
Question	Dimension	Literary Aspect and Sub-aspect	Level of Response
Oral Language			
Participation/engagement	Speaking and Listening	Oral Language	2/2
Spoken text structure	Speaking and Listening	Oral Language	2/2
Use of volume, non-verbal cues	Speaking and Listening	Oral Language	2/2
Vocabulary	Speaking and Listening	Oral Language	2/2
Strategies	Speaking and Listening	Oral Language	2/2
Phonemic Awareness			
What rhymes with pin-bin	Reading	Phonemic Awareness	1/1
What rhymes with sun-run	Reading	Phonemic Awareness	1/1
What rhymes with ball-wall	Reading	Phonemic Awareness	1/1
Rhymes with set	Reading	Phonemic Awareness	1/1
Rhymes with king	Reading	Phonemic Awareness	1/1
Rhymes with door	Reading	Phonemic Awareness	0/1
The Beach Ball			
Predict story from cover	Reading	Comprehension	2/2
Read title	Reading	Fluency	1/1
Reading fluency Whole book	Reading	Fluency	4/5
Running record error count	Reading	Accuracy	1/2
Self corrections consistency	Reading	Accuracy	2/3

Dimension/Literacy Aspect Order

English Online Interview				
Student Response Summary Report on 31-Aug-2009				
School Name: zzDemo School 1		Assessment Period: End Of Year 2008		
Report Generated By: zzDemo School Senior Teacher		Dimension: All		
Student Selection: Student		Sort Order: Dimension		
Total No. Students in Report: 1				
Student Name: STUDENT01 Jessica				
Additional Filters Applied: No filters found				
Dimension	Literary Aspect and Sub-aspect	Question	Task	Level of Response
Reading	Accuracy	Running record error count	The Beach Ball	1/2
Reading	Accuracy	Self corrections consistency	The Beach Ball	2/3
Reading	Comprehension	Predict story from cover	The Beach Ball	2/2
Reading	Comprehension	How did ball get in water	The Beach Ball	1/1
Reading	Comprehension	Why didn't Dad help	The Beach Ball	1/1
Reading	Comprehension	What did children do next	The Beach Ball	1/1
Reading	Comprehension	How did man get the ball	The Beach Ball	0/1
Reading	Comprehension	What do you think this tells us	The Beach Ball	2/2
Reading	Comprehension	Can you read me anything	The Beach Ball	1/2

10. Finalised Assessment

This report provides details of the responses by a student in a given assessment period. If the student gave the highest level response, a tick is shown. If not, the actual response is shown.

Task/Question Order

English Online Interview			
Finalised Assessment Report on 31-Aug-2009			
School Name: zzDemo School 1		Assessment Period: End Of Year 2008	
Report Generated By: zzDemo School Senior Teacher		Dimension: All	
Student Selection: Student		Sort Order: Task	
Total No. Students in Report: 1			
Student Name: STUDENT01 Jessica			
Additional Filters Applied: No filters found			
Question	Dimension	Literary Aspect and Sub-aspect	Most Correct Response
Oral Language			
Participation/engagement	Speaking and Listening	Oral Language	✓
Spoken text structure	Speaking and Listening	Oral Language	✓
Use of volume, non-verbal cues	Speaking and Listening	Oral Language	✓
Vocabulary	Speaking and Listening	Oral Language	✓
Strategies	Speaking and Listening	Oral Language	✓
Phonemic Awareness			
What rhymes with pin-bin	Reading	Phonemic Awareness	✓
What rhymes with sun-run	Reading	Phonemic Awareness	✓
What rhymes with ball-wall	Reading	Phonemic Awareness	✓
Rhymes with set	Reading	Phonemic Awareness	✓
Rhymes with king	Reading	Phonemic Awareness	✓
Rhymes with door	Reading	Phonemic Awareness	incorrect
The Beach Ball			
Predict story from cover	Reading	Comprehension	✓
Read title	Reading	Fluency	✓
Reading fluency Whole book	Reading	Fluency	reads all or most of the book, reads in 3-4 word phrases
Running record error count	Reading	Accuracy	1-4 errors (easy text level)
Self corrections consistency	Reading	Accuracy	consistent self correction

By Dimension - Tabular view

English Online Interview				
Finalised Assessment Report on 31-Aug-2009				
School Name: zzDemo School 1		Assessment Period: End Of Year 2008		
Report Generated By: zzDemo School Senior Teacher		Dimension: All		
Student Selection: Student		Sort Order: Dimension		
Total No. Students in Report: 1				
Student Name: STUDENT01 Jessica				
Additional Filters Applied: No filters found				
Dimension	Literary Aspect and Sub-aspect	Question	Task	Most Correct Response
Reading	Accuracy	Running record error count	The Beach Ball	1-4 errors (easy text level)
Reading	Accuracy	Self corrections consistency	The Beach Ball	consistent self correction
Reading	Comprehension	Predict story from cover	The Beach Ball	✓
Reading	Comprehension	How did ball get in water	The Beach Ball	✓
Reading	Comprehension	Why didn't Dad help	The Beach Ball	✓
Reading	Comprehension	What did children do next	The Beach Ball	✓
Reading	Comprehension	How did man get the ball	The Beach Ball	refers to using hands
Reading	Comprehension	What do you think this tells us	The Beach Ball	✓
Reading	Comprehension	Can you read me anything	The Beach Ball	reads some of the checklist
Reading	Comprehension	What is Mum doing with the things	The Lunch Boxes	✓
Reading	Comprehension	How did Mum get the fish	The Lunch Boxes	✓
Reading	Comprehension	Why does Yanni say do you want some more	The Lunch Boxes	✓
Reading	Comprehension	What do bubbles mean	The Lunch Boxes	✓
Reading	Comprehension	What did Zac guess	The Lunch Boxes	✓
Reading	Comprehension	Why are cats following	The Lunch Boxes	incorrect

Appendix 2: Contacts

Regional Offices

<http://www.education.vic.gov.au/about/structure/regions.htm>

Barwon South Western Region

Phone: (03) 5225 1000

Email: bswr@edumail.vic.gov.au

Eastern Metropolitan Region

Phone: (03) 9265 2400

Email: emr@edumail.vic.gov.au

Gippsland Region

Phone: (03) 5127 0400

Email: gippsmail@edumail.vic.gov.au

Grampians Region

Phone: (03) 5337 8444

Email: c0988311@edumail.vic.gov.au

Hume Region

Phone: (03) 5761 2100

Email: hume.region@edumail.vic.gov.au

Loddon Mallee Region

Phone: (03) 5440 3111

Northern Metropolitan Region

Phone: (03) 9488 9488

Email: c0989601@edumail.vic.gov.au

Southern Metropolitan Region

Phone: (03) 9794 3555

Email: c0988341@edumail.vic.gov.au

Western Metropolitan Region

Phone: (03) 9291 6500

Email: wmro@edumail.vic.gov.au

DEECD Service Desk

Phone: 1800 641 943

Email: servicedesk@edumail.vic.gov.au

Appendix 3: Technical Information

Optimising Access

School technicians should assist teachers to ensure that the Interview can be conducted as efficiently as possible. Efficiency may be improved by:

- Setting school-based browsers to fast speed
- Using cable connection rather than wireless
- Setting screen resolution to 1024 x 768 pixels. (Users should be able to see the complete horizontal width of each question without scrolling sideways)